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ABSTRACT

A model is presented which helps principals plan and evaluate instructional improvement. Described in relation to educational reform in Tennessee, the model assigns to principals the responsibility to implement the instructional changes required by a career ladder program. Research shows that continuing education, communication, and climate (the three "C's") are desirable in organizational change. The change process is founded on six concepts that build upon one another in the form of a pyramid: (1) human relations, (2) knowledge, (3) expectations, (4) feedback, (5) patience, and (6) reward. To better human relations, principals should first build the foundation for change through interactions that motivate teachers to cooperate. A principal's attitude and interactions create the needed climate of trust and cooperation. Understanding a model and the ability to demonstrate its concepts are necessary to assist teachers in skill improvement and increase in knowledge. Teachers must feel that the principal expects them to do well. Principals should convey a positive sense of accomplishment to the teacher; high expectations bring effective implementation of changes. Feedback is essential, for teachers to anticipate knowing how well they are doing and what is expected of them. If principals spend sufficient time in conference and in classroom observation, teachers will perceive that the process and their learning of it are supported. Near the pyramid's pinnacle, patience requires that principals work individually with each teacher and assess progress. Principals will similarly want teachers' patience with their own attempts to fill the instructional leadership role. Two rewards are the apex of the pyramid. Giving an extrinsic reward for improvement helps teachers through difficult times and improvement itself provides the intrinsic reward. Reward completes the climb to constructive change. Twelve references are appended. (CJH)

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# HOW CAN PRINCIPALS IMPLEMENT TENNESSEE'S INSTRUCTIONAL MODEL (TIM)' 3C'S TO CONSTRUCTIVE CHANGE

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## HOW CAN PRINCIPALS IMPLEMENT TENNESSEE'S INSTRUCTIONAL MODEL (TIM)? 3C'S TO CONSTRUCTIVE CHANGE

The 1984 session of the Tennessee General Assembly gave principals yet another task to perform. The Tennessee Code Annotated prescribed numerous duties and responsibilities of Tennessee school principals. By tradition and practice, many other tasks have been inherited by principals and performed with varying degrees of success. Principals were not initially included in discussions concerning the career ladder program, but by mandate they inherited the responsbility for implementing instructional changes required by that part of Tennessee's educational reform. Two new "children" were born as a result of the career ladder program: CERA (pronounced SARA), the Comprehensive Educational Reform Act and TIM, the Tennessee Instructional Model (French, 1985). TIM is the State Department of Education's staff development effort to help implement CERA. It was designed to be used in all schools across the state as a vehicle for staff improvement. Principals as school leaders must plan the steps to educational improvement and the implementation of change. How do we start?

(SHOW FIGURE 1 HERE)

A Model to Guide Progress: 3C's for Constructive Change

A model helps the principal plan and evaluate constructive change, in this case the principal's role through CERA and TIM implementation. Figure 1 above notes the 3C's--Continuing education, Communication and Climate--that build the structure within which the steps to change operate. To be effective in leading the uphill charge to constructive change, the principal must attend to continuing personal and professional education. The second and third C's help the principal move the change ahead. Considerable research substantiages the desirability in organizational change of these three concepts (Margulies and Wallace, 1973).

If nothing else, the challenge of TIM implementation should heighten a principal's desire to assume the instructional leadership role in the school (Hazer and Scarr, 1983). Demands of the kaleidoscopic world of educational reform force the principal to be concerned with constructive change (Pipho, 1984). Using the 3C's, the principal will first build the human relations needed to serve as a base for the change effort.

Human Relations

Effective principals have a vision and a strong philosophy to guide them toward improved education practice (Mozzarella, 1977). But they can not get there alone. Those persons whom a principal would

lead will cooperate far better if their interactions with the principal motivate them to cooperate. A principal's attitude and interactions must create a climate of mutual trust, high morale, partnership, and cooperation. This is the human relations foundation from which change can grow (Lewis, 1986).

Knowledge

Unless the principal understands such concepts as motivation, principles of learning, lesson design, and effective classroom mangement, she/he cannot aid a teacher in improving, refining or defining those skill areas. The principal, therefore, must understan the tenets of TIM and their application in the classroom. The principal must also be able to observe the classroom and recognize the different components in actual practice. A crucial task in establishing credibility will be whether or not principals can demonstrate TIM concepts. If principals can demonstrate the model effectively, they will guarantee some degree of success for TIM by legitimizing the process within the local building. Unless each principal is willing to give the time necessary to obtain knowledge and lend credence to the process, the model's next steps become more "stepping stones," and not building blocks (Eye, 1976).

Expectations

The principal should convey to the teachers a positive sense of accomplishment: that teachers can use the model; that they can become better teachers; that they should not be apprehensive about the process; that they are good teachers but that TIM can help them be better. Whatever the psychological stroking, teachers must be made to feel that the principal expects them to do well (Helm, 1982). Effective schools research reports that students learn better when

high expectations are set for them by the teacher (Sweeney, 1982). Similarly, teachers implement changes better if administrators hold high expectations for them. We should expect more success for TIM when principals set high expectations for teachers.

Feedback

Teachers anticipate feedback on how well they are doing what is expected of them. If principals are going to set high expectations for teacher effort, they must complete the task by providing the requisite feedback. This does not imply that the principal must spend hours in each classroom in formal observation. Feedback may be informal, possibly taking the form of asking the teacher between class or at lunch how the process is going and if the principal can help. The principal must, however, spend sufficient time when a teacher is practicing and demonstrating a new skill area. Observation and conference time reward the teacher and in this way the principal demonstrates that the activity is important! The principal might offer to demonstrate some skills that need sharpening, or perhaps offer to teach the class so the teacher could visit a master teacher's room for additional observation or training. However it is accomplished, the teacher must perceive that the principal supports the process and also strongly supports each teacher's learning of the process. The principal can show this support through feedback (Tesch, Nyland, and Kernatt, 1987).

Patience

Patience is near the pyramid's pinnacle. Several years of continuous work may be necessary for a teacher to become proficient and comfortable with a new instructional process. The principal must not expect each teacher to become an expert overnight. As educators

have espoused individualized instruction for students and assessed the results, principals must patiently work with each teacher and assess progress. Many teachers are already doing much of the TIM process, but until now they have not labeled the parts as TIM has done. Principals must be especially patient with those who have both new skills and new vocabulary to learn. Old habits are hard to change. The principal must be alert when learning slows or teachers stop trying to practice the skills (Parish, Krueger, and Aquma, 1983).

Principals had <u>better</u> demonstrate patience, for they will want the teachers to be patient with the principals' own attempts to fill the instructional leadership role. Reciprocity and mutual trust are important human relation concepts.

<u>Reward</u>

The apex is reward. There are two kinds of reward. The principal must reward teachers for working hard and improving. This extrinsic reward helps through difficult times (Holcomb, 1983). Also, the act of improvement itself will provide its own intrinsic reward for the teachers. Thus, the cycle is complete, for reward is a key ingredient of human relations, the base which launched the challenging climb to constructive change.

If TIM will help us improve education, teachers and principals must cooperate in building new roles. Continuing education, Communication and Climate, the 3C's, are a principal's guiding principles in creating constructive change.

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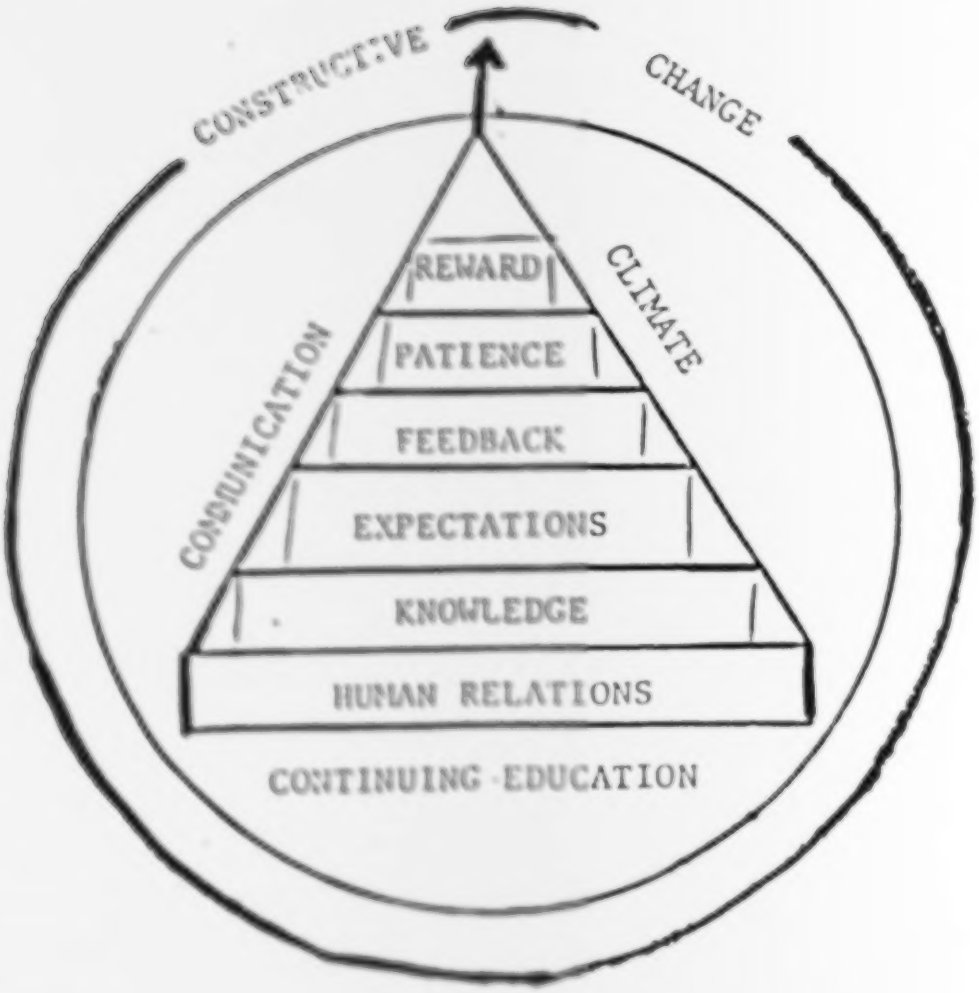


FIGURE 1. 3 C's To Guide A Principal's Steps in Achieving Constructive Change